Department of Communication
Subject Syllabus

Subject Code	**:**	IKB03
Subject Title	**:**	General English 1 (B1)
Subject Specification	**:**	For students in the Communication and Business Faculty at CEFR (Common European Framework of Reference for Languages) entry level B1.

Subject Overview **:** To provide entry level students of the CEF Level B1 with knowledge and development enabling them to: understand the main points of clear standard communication on matters regularly encountered in social roles, work, school, leisure, education, and training. They should be able to convey information, feelings, and opinions on familiar topics, using appropriate formality; in addition to engaging in discussion in a familiar situation, making relevant points and responding to reach a shared understanding. Furthermore, they will be able to deal with most situations likely to arise whilst traveling in an area where the language is spoken and produce a simple connected text on topics which are familiar or of personal interest, adapting to the intended audience. They will also be instructed on how to describe experiences and events, dreams, hopes, and ambitions and briefly give explanations for opinions and plans. It should be noted that the course objectives for GE1 are also relevant to GE2 in the second semester as the two subjects combined are a year's English Language program at B1 Level.

Course Objectives **:**
Students are expected to achieve the following:

LISTENING
- Understand clearly articulated standard speech delivered relatively slowly follow short conversations both formal and informal in a range of familiar situations understanding gist, context, feelings, opinions and relationships
- Understand straightforward narratives, sequences, instructions, directions and explanations
- Identify the function of short utterances (see Grammar and Functions sections)
- Follow the main points, speakers, purposes and attitudes in an extended discussion
- Extract and reproduce key information from announcements and media broadcasts on a range of familiar topics

Phonological Features
- Recognise stress and intonation in order to follow discourse
- Recognise feelings, moods, attitudes, important points and opinions expressed through stress and intonation

Range

- understand key grammatical forms used in familiar and less familiar contexts and situations
- Understand High Frequency Vocabulary And Expressions Relating To Familiar And Less Familiar Topics
- Understand Gist
- Understand The Main Ideas In Straightforward Announcements, Conversations And Discussions On Familiar And Less Familiar Topics
- Understand Detail
- Extract Key Information From Announcements, Conversations And Discussions On Familiar And Less Familiar Topics

READING

A student will be able to:

- Locate and understand details in narratives, explanations, descriptions, instructions, biographies, articles and discursive texts on familiar topics
- Understand the main ideas in straightforward texts of more than one paragraph locate and understand specific information in formal and informal real-life texts which may include graphics
- Understand the purpose of different texts
- Understand information or purpose which may not be expressed overtly
- Understand a line of argument and conclusions clearly signaled in discursive text
- Understand feelings and opinions expressed in informal texts

Range

- Understand words relating to work, leisure and study
- Understand longer texts which may contain some complex structures

Register

- understand the features which signal different levels of formality
- understand features which indicate the purpose of a text

Text structure

- Recognize the purpose of texts through layout conventions, common signs and symbols and cultural conventions
- Use organizational features of texts to locate information
- Understand the organizational, lexical and grammatical features of a text
- Recognize the common structure of paragraphing to build up meaning in a text
- Understand how meaning is built up over discourse using markers to indicate addition, sequence and contrast

WRITING

A student will be able to:

- Write straightforward connected texts on a range of familiar topics
- Write short simple formal letters to ask for and convey simple information
- Write short simple texts for practical purposes: instructions, reports, articles
- Write short informal letters on topics of personal interest and knowledge
- Write brief narratives and descriptions on straightforward topics
- Express opinions simply, giving supporting reasons
- Proofread written work correcting errors
- Use correct punctuation in formal and informal texts including dashes, brackets, bullet points and speech marks
- Spell correctly the majority of common words and key words relating to work, study and leisure interests

- Use basic grammatical structures correctly, including conjunctions, connectives and discourse markers. Errors do not impede a sympathetic reader's understanding
- Use vocabulary adequately to meet straightforward needs
- Communicate information and ideas with some adaptation to the intended reader
- Link a short linear sequence of ideas using discourse markers and conjunctions
- Demonstrate some awareness of conventions of an informal and formal letter

SPEAKING

The student will be able to:

- Interact competently if not always accurately in everyday situation
- Communicate personal information, opinions and ideas and respond to those of others
- Communicate in a variety of social situations using an appropriate range of functional language
- Exchange information, feelings and opinions to perform a task
- Narrate, describe, explain and express opinions in extended speech related to familiar contexts
- contribute points to a simple discussion

Pronunciation

- Pronounce the sounds of English sufficiently well to be generally understood and show a fair control of stress and intonation patterns

Accuracy

- Display a good control of basic grammatical structures without impeding errors when dealing with familiar topics

Range

- Display an adequate range of vocabulary and expression to deal with familiar situations and topics
- Narrate using past tenses

Register

- Adopt a degree of formality appropriate to familiar circumstances
- Use appropriate phrases in familiar situations such as greeting and leave-taking

Fluency

- Initiate and follow the norms of turn-taking, prompt and manage the discourse with a degree of in- dependence
- Connect descriptions, narratives and descriptions in simple ways
- Speak without undue hesitation unless searching for information, vocabulary or when reformulating

Course Method **:** The course consists of student-driven activities, presentations, assignments and paper submission. It is expected that every student will regularly attend classes and actively participate in class activities and discussions. A student work book accompanies the course and additional homework may be assigned to the students on a per session basis.

- Each week will focus on a topic and one or more of the following skills: Speaking, listening, reading and Writing.
- For some classes authentic materials such as videos, newspapers, letters and articles may be used.
- Every meeting will build upon the syllabus and work towards the Final Exam.

Learning Outcome (Competence) :

- Knowledge:
  1. Students will comprehend the main ideas and key information in clear, standard communication encountered in various social, work, school, leisure, educational, and training contexts.
  2. Students will be acquainted with language usage appropriate for conveying information, feelings, and opinions on familiar topics with the appropriate level of formality.
  3. Students will gain insight into cultural aspects and situational appropriateness when communicating in English, particularly in discussions and while traveling in English-speaking areas.
  4. Students will acquire a range of vocabulary and grammatical structures necessary for producing simple connected texts, describing experiences, expressing opinions, and discussing plans.
- Skills:
  1. Students will develop the ability to convey information, feelings, and opinions effectively in English, both orally and in writing.
  2. Students will enhance their listening comprehension abilities to understand spoken English in various contexts, and they will be able to engage in discussions, make relevant points, and reach shared understanding with others.
  3. Students will improve their reading comprehension to understand written English texts on familiar topics, and they will be able to produce simple connected texts on topics of personal interest, adapting to the intended audience.
- Attitudes:
  1. Students will gain confidence in their English language abilities, enabling them to participate actively in discussions and communicate effectively in various situations.
  2. Students will develop an open-minded attitude towards language learning and cultural differences, enhancing their ability to interact with people from diverse backgrounds.
  3. Students will cultivate a willingness to persist in learning English, even when faced with challenges, to achieve their language learning goals.

Course content :

Week	Topic
1	Introduction to the course Using questions Dates Diary Writing
2	Music Vocabulary & lexical sets Spoken fluency Giving opinions & comparing Set coursework 1
3	Holidays Degrees of certainty Suggesting, proposing & advising Writing a letter of advice
4	Listening for specific information Listening for gist Listening to gauge emotion & infer To develop range of informal and formal expression
5	Studying abroad

	Peer correction Writing a simple letter Punctuation & intermediate level written structure
6	School Reading article & comprehension Vocabulary Spoken fluency Group Presentation – Coursework 2
7	Reading Positioning of paragraphs in article Inferring meaning from position Exam preparation
Mid Examination	
8	Exam Review Further practice of exam style questions
9	**Science** Video Listening for specific information & gist Coursework 3 – Describing a process
10	Travel Travel Vocabulary Place names Speaking & requesting information
11	Food & cooking Basic processes Verbs and forms Countable & uncountable
12	Products Reading articles & advertisements Reading for specific information Spoken fluency & problem solving Set coursework 4
13	Products continued Writing advertisement Semi-formal writing Describing ability
14	Coursework 4 – Presentations of product Final Test preparation
Final Examination	

Grading System :

In the Letter Grade System, the quantitative grades mean:

Grade	**Symbol**	**Conversion Value**
90 – 100	A	4.0
85 – 89.99	A-	3.7
80 – 84.99	B+	3.3
75 – 79.99	B	3.0
70 – 74.99	B-	2.7
65 – 69.99	C+	2.3
60 – 64.99	C	2.0
50 – 59.99	C-	1.7
40 – 49.99	D	1.0
< 40	E	0

The student Grade Point Average (GPA) is organized into the following categories:
GPA of 0.00 – 1.99 = Fail
GPA of 2.00 – 2.49 = Pass
GPA of 2.50 – 2.99 = Credit
GPA of 3.00 – 3.49 = Merit
GPA of 3.50 – 4.00 = Distinction

Course Evaluation :

The English subjects at LSPR follow international standards with regards to a pass result. The pass or fail of the subject is calculated on the final exam only. A student must achieve a final exam result of 60%+ to pass the semester. If the student achieves 60%+ in the final exam, then all other marks awarded are added and the final grade calculated.

Generally, students are evaluated based on the following criteria:

Final Examinations	35%
Mid-term Examinations	25%
Coursework & Assignments	30%
Attendance	10%
TOTAL	**100%**

Lecturers, however, have the option of requiring midterm and final papers in lieu of midterm and final examinations. They may likewise change the percentage (weight) for each of the above mentioned items.

Scheme of Work :

Session	Title/Topic	Area Discussion	Activities
I	**Introduction to the course**	1. Using questions 2. Dates 3. Diary Writing	Offline Lecturing, Discussion, Question & Answer
II	**Music**	1. Vocabulary & lexical sets 2. Spoken fluency 3. Giving opinions & comparing 4. Set coursework 1	Offline Lecturing, Discussion, Question & Answer
III	**Holidays**	1. Degrees of certainty 2. Suggesting, proposing & advising 3. Writing a letter of advice	Offline Lecturing, Discussion, Question & Answer
IV	**Listening for specific information** **Listening for gist** **Listening to gauge emotion & infer** **To develop range of informal and formal expression**		Offline Lecturing, Discussion, Question & Answer
V	**Studying abroad**	1. Peer correction 2. Writing a simple letter	Offline Lecturing, Discussion, Question & Answer

		3. Punctuation & intermediate level written structure	
VI	**School**	1. Reading article & comprehension 2. Vocabulary 3. Spoken fluency 4. Group Presentation – Coursework 2	Offline Lecturing, Discussion, Presentation, Question & Answer
VII	**Reading**	1. Positioning of paragraphs in article Inferring meaning from position Exam preparation	Offline Lecturing, Discussion, Question & Answer
Mid Exam			
VIII	**Exam Review**	1. Further practice of exam style questions	Discussion, Question & Answer
IX	**Science**	1. Video 2. Listening for specific information & gist 3. Coursework 3 – Describing a process	Offline Lecturing, Discussion, Watching Video, Question & Answer
X	**Travel**	1. Travel Vocabulary 2. Place names 3. Speaking & requesting information	Offline Lecturing, Discussion, Question & Answer
XI	**Food & cooking** **Basic processes** **Verbs and forms**	1. Countable & uncountable	Offline Lecturing, Discussion, Question & Answer
XII	**Products**	1. Reading articles & advertisements Reading for specific information Spoken fluency 2. problem solving Set coursework 4	Offline Lecturing, Discussion, Question & Answer
XIII	**Products continued** **Writing advertisement** **Semi-formal writing**	1. Describing ability	Offline Lecturing, Discussion, Question & Answer
XIV	**Coursework 4 – Presentations of product** **Final Test preparation**		Offline Lecturing, Discussion, Presentation, Question & Answer
Final Exam			

Guest lecturer: (BASED ON SUBJECT AND CRITERIA)

Individual Presentation/Group Presentation/Class Participation Guideline:

Group presentations/class participation will become the main focus of the sessions. It is expected that the students will be using the Power Point system during their presentation. Group presentations/class participations are the most effective in sharpening your ability in understanding

the materials being discussed. The assigned chapters are intended to give you practice in assembling materials, data, and analysis to support an understanding of the subject in the real world. Furthermore, this method will provide a vehicle by which to apply the theories, concepts, and analytical devices. Finally, the discussion forum provides an opportunity to argue your position and to learn from others by listening to their comments and criticisms.
We recommend that you read your materials more than once. As part of your preparation for class, it is expected that you analyze the materials in your group. In class, we will examine completely all aspects of the situation: facts, assumptions, alternatives, and recommendations.

Midterm Paper Guideline **:** Written Examination OR Group Project OR Group Presentation OR Individual Project

Final Paper Guideline **:** Written Examination OR Group Project OR Group Presentation OR Individual Project

References **:**

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